

**King's Court First School - Design and Technology Curriculum – KS1**

KS 1 Design & Technology		Term 1- All About Us / Our Community	Term 2 – Culture	Term 3 – The Arts		
<b>Milestone 1</b>	<b>To master practical skills</b>	<b>Food</b> <ul style="list-style-type: none"> <li>Cut, peel or grate ingredients safely and hygienically.</li> <li>Measure or weigh using measuring cups or electronic scales.</li> <li>Assemble or cook ingredients.</li> </ul> <b>Materials</b> <ul style="list-style-type: none"> <li>Cut materials safety using tools provided.</li> <li>Measure and mark out to the nearest centimetre.</li> <li>Demonstrate a range of cutting and shaping techniques (such as tearing, cutting, folding and curling)</li> <li>Demonstrate a range of joining techniques (such as gluing, hinges or combining materials to strengthen)</li> </ul> <b>Textiles</b> <ul style="list-style-type: none"> <li>Shape textiles using templates</li> <li>Join textiles using running stitch.</li> <li>Colour and decorate textiles using a number of techniques (such as dyeing, adding sequins or printing)</li> </ul> <b>Electrical and electronics</b> <ul style="list-style-type: none"> <li>Diagnose faults in battery operated devices (Such as low battery, water damage or battery terminal damage)</li> </ul> <b>Construction</b> <ul style="list-style-type: none"> <li>Use materials to practise drilling, screwing, gluing and nailing materials to make and strengthen products.</li> </ul> <b>Mechanics</b> <ul style="list-style-type: none"> <li>Create products using levers, wheels and mechanisms</li> </ul> <b>Computing</b> <ul style="list-style-type: none"> <li>Model design using software.</li> </ul>				
	<b>To design, make. Evaluate and improve</b>	<ul style="list-style-type: none"> <li>Design products that have a clear purpose and an intended user.</li> <li>Make products, refining the design as work progresses.</li> <li>Use software to design.</li> </ul>				
	<b>To take inspiration from design throughout history</b>	<ul style="list-style-type: none"> <li>Explore objects and designs to identify likes and dislikes of the designs.</li> <li>Suggest improvements to existing designs.</li> <li>Explore how products have been created.</li> </ul>				
	<b>Breadth of Study</b>	<b>Design</b> <ul style="list-style-type: none"> <li>design purposeful, functional, appealing products for themselves and other users based on design criteria.</li> <li>generate, develop, model and communicate their ideas through talking, drawing, templates, mock-ups and, where appropriate, information and communication technology.</li> </ul> <b>Make</b> <ul style="list-style-type: none"> <li>select from and use a range of tools and equipment to preform practical tasks such as cutting, shaping, joining and finishing.</li> <li>select from and use a wide range of materials and components, including constriction materials, textiles and ingredients, according to their characteristic.</li> </ul> <b>Evaluate</b> <ul style="list-style-type: none"> <li>explore and evaluate a range of existing products.</li> <li>evaluate their ideas and products against design criteria.</li> </ul> <b>Technical knowledge</b> <ul style="list-style-type: none"> <li>build structures, enjoying how they can be made stronger, stiffer and more stable.</li> <li>explore and use mechanisms, such as levers, sliders, wheels and axles, in their products.</li> </ul> <b>Cooking and nutrition</b> <ul style="list-style-type: none"> <li>use the basic principles of a healthy and varied diet to prepare dishes.</li> <li>understand where food comes from.</li> </ul>				
	1A- Art	<b>1B- Levers, Wheels and Mechanisms</b>  <b>Computing software</b>  <i>Queen Elizabeth - Christmas Cards</i>	2A- Art	<b>2B- Materials</b>  <i>Seasonal Change &amp; Christopher Columbus</i>	3A- Art	<b>3B- Food</b>  <i>Seasonal Change &amp; Neil Armstrong</i>
<b>Year 1</b>	<b>As designers...</b>  <b>To master practical skills, we will:</b>  <b>Mechanics</b> <ul style="list-style-type: none"> <li>Create products using levers, wheels and mechanisms</li> </ul> <b>Computing</b> Model design using software.  <b>To design, make, evaluate and improve:</b> <ul style="list-style-type: none"> <li><i>Design products that have a clear purpose and an intended user.</i></li> <li><i>Make products, refining the design as work progresses.</i></li> <li><i>Use software to design.</i></li> </ul> <b>To take inspiration from design throughout history:</b> <ul style="list-style-type: none"> <li><i>Explore objects and designs to identify likes and dislikes of the designs.</i></li> <li><i>Suggest improvements to existing designs.</i></li> <li><i>Explore how products have been created.</i></li> </ul>	<b>As designers...</b>  <b>To master practical skills, we will:</b>  <b>Materials</b> <ul style="list-style-type: none"> <li>Cut materials safety using tools provided.</li> <li>Measure and mark out to the nearest centimetre.</li> <li>Demonstrate a range of cutting and shaping techniques (such as tearing, cutting, folding and curling)</li> <li>Demonstrate a range of joining techniques (such a gluing, hinges or combining materials to strengthen)</li> </ul> <b>To design, make, evaluate and improve:</b> <ul style="list-style-type: none"> <li><i>Design products that have a clear purpose and an intended user.</i></li> <li><i>Make products, refining the design as work progresses.</i></li> <li><i>Use software to design.</i></li> </ul> <b>To take inspiration from design throughout history:</b> <ul style="list-style-type: none"> <li><i>Explore objects and designs to identify likes and dislikes of the designs.</i></li> <li><i>Suggest improvements to existing designs.</i></li> <li><i>Explore how products have been created.</i></li> </ul>	<b>As designers...</b>  <b>To master practical skills, we will:</b>  <b>Food</b> <ul style="list-style-type: none"> <li>Cut, peel or grate ingredients safely and hygienically.</li> <li>Measure or weigh using measuring cups or electronic scales.</li> <li>Assemble or cook ingredients.</li> </ul> <b>To design, make, evaluate and improve:</b> <ul style="list-style-type: none"> <li><i>Design products that have a clear purpose and an intended user.</i></li> <li><i>Make products, refining the design as work progresses.</i></li> <li><i>Use software to design.</i></li> </ul> <b>To take inspiration from design throughout history:</b> <ul style="list-style-type: none"> <li><i>Explore objects and designs to identify likes and dislikes of the designs.</i></li> <li><i>Suggest improvements to existing designs.</i></li> <li><i>Explore how products have been created.</i></li> </ul>			
<b>Knowledge Maps</b>	King's Court Design Cycle – DT <b>Knowledge Mat</b> – Levers and Linkages DT word mat Joining word mat	King's Court Design Cycle – DT <b>Knowledge Mat</b> – Materials DT word mat	King's Court Design Cycle – DT <b>Knowledge Mat</b> – Food DT word mat			
<b>Continuous Provision</b>	<b>Tinker tables</b> – Materials	<b>Tinker tables</b> – Ramps	<b>Tinker tables</b> – Circuits			
<b>Breadth of Study</b>	<b>Design</b> <ul style="list-style-type: none"> <li>design purposeful, functional, appealing products for themselves and other users based on design criteria.</li> <li>generate, develop, model and communicate their ideas through talking, drawing, templates, mock-ups and, where appropriate, information and communication technology.</li> </ul> <b>Make</b> <ul style="list-style-type: none"> <li>select from and use a range of tools and equipment to preform practical tasks such as cutting, shaping, joining and finishing.</li> <li>select from and use a wide range of materials and components, including constriction materials, textiles and ingredients, according to their characteristic.</li> </ul> <b>Evaluate</b> <ul style="list-style-type: none"> <li>explore and evaluate a range of existing products.</li> <li>evaluate their ideas and products against design criteria.</li> </ul> <b>Technical knowledge</b> <ul style="list-style-type: none"> <li>build structures, enjoying how they can be made stronger, stiffer and more stable.</li> <li>explore and use mechanisms, such as levers, sliders, wheels and axles, in their products.</li> </ul>	<b>Design</b> <ul style="list-style-type: none"> <li>design purposeful, functional, appealing products for themselves and other users based on design criteria.</li> <li>generate, develop, model and communicate their ideas through talking, drawing, templates, mock-ups and, where appropriate, information and communication technology.</li> </ul> <b>Make</b> <ul style="list-style-type: none"> <li>select from and use a range of tools and equipment to preform practical tasks such as cutting, shaping, joining and finishing.</li> <li>select from and use a wide range of materials and components, including constriction materials, textiles and ingredients, according to their characteristic.</li> </ul> <b>Evaluate</b> <ul style="list-style-type: none"> <li>explore and evaluate a range of existing products.</li> <li>evaluate their ideas and products against design criteria.</li> </ul> <b>Technical knowledge</b> <ul style="list-style-type: none"> <li>build structures, enjoying how they can be made stronger, stiffer and more stable.</li> <li>explore and use mechanisms, such as levers, sliders, wheels and axles, in their products.</li> </ul>	<b>Design</b> <ul style="list-style-type: none"> <li>design purposeful, functional, appealing products for themselves and other users based on design criteria.</li> <li>generate, develop, model and communicate their ideas through talking, drawing, templates, mock-ups and, where appropriate, information and communication technology.</li> </ul> <b>Make</b> <ul style="list-style-type: none"> <li>select from and use a range of tools and equipment to preform practical tasks such as cutting, shaping, joining and finishing.</li> <li>select from and use a wide range of materials and components, including constriction materials, textiles and ingredients, according to their characteristic.</li> </ul> <b>Evaluate</b> <ul style="list-style-type: none"> <li>explore and evaluate a range of existing products.</li> <li>evaluate their ideas and products against design criteria.</li> </ul> <b>Cooking and nutrition</b> <ul style="list-style-type: none"> <li>use the basic principles of a healthy and varied diet to prepare dishes.</li> <li>understand where food comes from.</li> </ul>			

	1A- Art	1B- Construction – bench <i>Great Fire of London</i>	2A- Art	1B- Textiles <i>Florence/Marie – Portraits</i>	3A- Art	1B- Mechanics <i>Inventions</i>
<b>Year 2</b>		<p><b>As designers...</b></p> <p><b>To master practical skills, we will:</b> <b>Construction</b></p> <ul style="list-style-type: none"> <li>Use materials to practise drilling, screwing, gluing and nailing materials to make and strengthen products.</li> </ul> <p><b>To design, make, evaluate and improve:</b></p> <ul style="list-style-type: none"> <li><i>Design products that have a clear purpose and an intended user.</i></li> <li><i>Make products, refining the design as work progresses.</i></li> <li><i>Use software to design.</i></li> </ul> <p><b>To take inspiration from design throughout history:</b></p> <ul style="list-style-type: none"> <li><i>Explore objects and designs to identify likes and dislikes of the designs.</i></li> <li><i>Suggest improvements to existing designs.</i></li> </ul> <p><i>Explore how products have been created.</i></p>		<p><b>As designers...</b></p> <p><b>To master practical skills, we will:</b> <b>Textiles</b></p> <ul style="list-style-type: none"> <li>Shape textiles using templates</li> <li>Join textiles using running stitch.</li> <li>Colour and decorate textiles using a number of techniques (such as dyeing, adding sequins or printing)</li> </ul> <p><b>To design, make, evaluate and improve:</b></p> <ul style="list-style-type: none"> <li><i>Design products that have a clear purpose and an intended user.</i></li> <li><i>Make products, refining the design as work progresses.</i></li> <li><i>Use software to design.</i></li> </ul> <p><b>To take inspiration from design throughout history:</b></p> <ul style="list-style-type: none"> <li><i>Explore objects and designs to identify likes and dislikes of the designs.</i></li> <li><i>Suggest improvements to existing designs.</i></li> </ul> <p><i>Explore how products have been created.</i></p>		<p><b>As designers...</b></p> <p><b>To master practical skills, we will:</b> <b>Mechanics</b></p> <ul style="list-style-type: none"> <li>Create products using levers, wheels and mechanisms</li> </ul> <p><b>To design, make, evaluate and improve:</b></p> <ul style="list-style-type: none"> <li><i>Design products that have a clear purpose and an intended user.</i></li> <li><i>Make products, refining the design as work progresses.</i></li> <li><i>Use software to design.</i></li> </ul> <p><b>To take inspiration from design throughout history:</b></p> <ul style="list-style-type: none"> <li><i>Explore objects and designs to identify likes and dislikes of the designs.</i></li> <li><i>Suggest improvements to existing designs.</i></li> </ul> <p><i>Explore how products have been created.</i></p>
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<b>Continuous Provision</b>	<b>Tinker tables – Materials</b>		<b>Tinker tables – Cars &amp; ramps</b>		<b>Tinker tables - Products</b>	
<b>Breadth of Study</b>	<p><b>Design</b></p> <ul style="list-style-type: none"> <li>design purposeful, functional, appealing products for themselves and other users based on design criteria.</li> <li>generate, develop, model and communicate their ideas through talking, drawing, templates, mock-ups and, where appropriate, information and communication technology.</li> </ul> <p><b>Make</b></p> <ul style="list-style-type: none"> <li>select from and use a range of tools and equipment to preform practical tasks such as cutting, shaping, joining and finishing.</li> <li>select from and use a wide range of materials and components, including construction materials, textiles and ingredients, according to their characteristic.</li> </ul> <p><b>Evaluate</b></p> <ul style="list-style-type: none"> <li>explore and evaluate a range of existing products.</li> <li>evaluate their ideas and products against design criteria.</li> </ul> <p><b>Technical knowledge</b></p> <ul style="list-style-type: none"> <li>build structures, enjoying how they can be made stronger, stiffer and more stable.</li> <li>explore and use mechanisms, such as levers, sliders, wheels and axles, in their products.</li> </ul>		<p><b>Design</b></p> <ul style="list-style-type: none"> <li>design purposeful, functional, appealing products for themselves and other users based on design criteria.</li> <li>generate, develop, model and communicate their ideas through talking, drawing, templates, mock-ups and, where appropriate, information and communication technology.</li> </ul> <p><b>Make</b></p> <ul style="list-style-type: none"> <li>select from and use a range of tools and equipment to preform practical tasks such as cutting, shaping, joining and finishing.</li> <li>select from and use a wide range of materials and components, including construction materials, textiles and ingredients, according to their characteristic.</li> </ul> <p><b>Evaluate</b></p> <ul style="list-style-type: none"> <li>explore and evaluate a range of existing products.</li> <li>evaluate their ideas and products against design criteria.</li> </ul>		<p><b>Design</b></p> <ul style="list-style-type: none"> <li>design purposeful, functional, appealing products for themselves and other users based on design criteria.</li> <li>generate, develop, model and communicate their ideas through talking, drawing, templates, mock-ups and, where appropriate, information and communication technology.</li> </ul> <p><b>Make</b></p> <ul style="list-style-type: none"> <li>select from and use a range of tools and equipment to preform practical tasks such as cutting, shaping, joining and finishing.</li> <li>select from and use a wide range of materials and components, including construction materials, textiles and ingredients, according to their characteristic.</li> </ul> <p><b>Evaluate</b></p> <ul style="list-style-type: none"> <li>explore and evaluate a range of existing products.</li> <li>evaluate their ideas and products against design criteria.</li> </ul>	
<b>Deliberate choices:</b>	<p>Style matches drivers</p> <p>Each Key Stage repeats criteria so skills are applied</p> <p>Designers and techniques matched</p> <p>Reference to British designs</p>					